TCAP-ALT PORTFOLIO

2010-2011

1% Alternate Assessment

- □ TCAP-Alt PA is an Alternate Assessment based on Alternate Academic Standards
- □ It is available to those students with the most significant cognitive disabilities

Timeline

- Training
  - Information located on Testing and Evaluation Site
  - http://state.tn.us/education/assessment/TCAP-AltPortfolio.shtml
- Data collection
  - Can begin on Day One of school
  - Should be completed by February 1
- Ordering
  - Give numbers to appropriate Special Education Coordinator or System Testing Coordinator
  - Binders will NOT arrive in systems until closer to Christmas Break
- Packaging/Shipment for Scoring
  - PLEASE ensure correct demographic information is coded on Binder and Demographic Sheet
  - All binders due on or before February 15 (Select Systems due on or before January 31)
- Range Finding
  - February 3-4 in Nashville
- SDDV/On-line Reports
  - SDDV should be used by ALL systems
  - All System/School/Student reports on-line

2010-2011 TCAP-Alt PA Requirements

- Report of Irregularity
  - Modified and Homebound Rubrics, ME ONLY
- Table of Contents
- Participation Guidelines
- Student Affidavit
- Content Area Specific Forms
  - Evidence Sheet
  - Graph

Report of Irregularity

- Only required under the following conditions:
  - Student scored on Modified or Homebound Rubric
  - Students with an approved Medical Exemption
- Must be the FIRST page of student binder
- See Section IX of Teacher's Manual

Table of Contents

- Use Table of Contents as a guide
- All information must match information on student demographic sheet, participation guidelines, evidence sheets, and graphs
- Number portfolio pages on bottom right hand corner
- If Report of Irregularity is not used, Table of Contents should be first

Table of Contents

Participation Guidelines

- ONLY use EasyIEP participation guidelines
- Two pages are required
  - May copy from IEP
  - Need to use the forms which qualify the student to participate THIS year

Student Affidavit

☐ Must be completed by Special Education Teacher of Record

■ File Holder

■ Even if student is on homebound, Teacher of Record must sign

Student Affidavit

2010-2011 TCAP-Alt Portfolio Affidavit of Student Performance

Student First and Last Name: _____

Date of Birth: _____   Student State ID #: _____

Assigned Grade: _____

System Name: _____   School Name: _____

Teacher Affidavit
I, the undersigned, do attest that all work contained in this Tennessee Alternate Portfolio Assessment was performed by the student in the presence of a teacher and/or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not fabricate, alter, or modify student work samples, products, or data. I followed all administration procedures, protocols, and requirements as outlined in the 2010-2011 TCAP-Alt PA Teacher's Manual.

I am also unaware that others have provided inappropriate assistance.

Teacher Signature: _____   Date: _____

School Principal Statement

☐ I am aware this student meets the TCAP-Alt PA participation guidelines and is appropriately identified as a candidate for the TCAP-Alt PA.
                              OR
☐ I am aware this student does not meet the TCAP-Alt PA participation guidelines and if assessed with the TCAP-Alt PA will be reported as "non-participant" and "below proficient" for AYP purposes.

Principal Signature Only: _____   Date: _____

Entry Requirements

Consult Rubric for number of Content Standard requirements per Content Area

- K-2
  - Scored at LEA level
  - Do NOT send to State
- 3-8
  - Four Content Areas
  - ELA, Math, Science, Social Studies
- 9-12
  - Three Content Areas prior to IEP completion
  - ELA, Math, Science (Life Science)

API

Using Alternate Content Standards on TCAP-Alt PA

Teachers should use this document to complete state required evidence sheets and graphs. Content area, content standard, alternate learning expectation, and alternate performance indicator are required components of the evidence sheet and graph documentation. This document is divided into the four content areas: Reading/Language Arts, Math, Social Studies, Science. Corresponding content standards are included with the appropriate content areas. An example taken from the Content Area of Reading/Language Arts is below:

Content Standard: **Reading**: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.
Alternate Learning Expectation (ALE): R.1.Develop oral language and listening skills

Alternate Performance Indicators (API)
Gr. K-2
1. **Communicate wants and needs**

When completing evidence sheet and graph, following example below:
Content Standard: <u>Reading</u>
Alternate Learning Expectation Code and ALE: <u>R.1. Develop oral language and listening skills</u>
Alternate Performance Indicator Code and API: <u>R.1.1 Communicate wants and needs</u>

*It is advisable to align IEP goals to at least those APIs that will be assessed.
If IEP goal is not related to academic content area assessed, it does not need to be aligned.

Evidence Sheet

- □ "Snap Shot" of ONE data collection day
- □ Represents one lesson on Graph
- □ Data day MUST be coded on Graph
- □ Signature line has been removed
  - ▪ Teacher now signs Graph ONLY (if activity occurred in an Inclusive Setting)

Evidence Sheet

Must match all forms

Highlight column on graph

Taken from the Alternate Performance Indicators

1. Check type
2. Write Choice offered
3. Circle student's Choice

Peer Interaction documented here, do not document on Graph

First name only and Grade

Writing Good Activities

- ☐ An activity is the specific method of instruction that will lead to mastery of the API
    - ☐ Has to have a clear relationship to API
    - ☐ Choose APIs wisely
- ☐ Activity should be written in a way which could be replicated
- ☐ If activity is clear and appropriate, all other activities represented on the graph will also be deemed clear and appropriate

WRITING GOOD ACTIVITIES IS VERY IMPORTANT

Good Activities

API	Activity that does NOT receive credit	Why activity does not receive credit	GOOD ACTIVITY ☺
A.1.2 Sort objects by three attributes (e.g., size, color, or shape)	Ben sorted objects by color.	Missing materials. We cannot tell what objects the student sorted.	Given a small bin of plastic counters, Ben sorted the counters into three different plates by color (red, yellow, blue).
R.1.1 Communicate wants and needs	Ben and a peer went to the concession stand at the basketball game. The peer asked Ben what he wanted and Ben said, "Pizza".	Asking for or pointing to food is inappropriate for this academic assessment.	Ben and a peer went to the concession stand at the basketball game. The peer asked Ben what he wanted and Ben gave the peer his Picture Exchange Card representing pizza.
R.1.1 Communicate wants and needs	Ben attended Library class. He had a headache and raised his hand to ask if he could lie down.	This is a spontaneous event, not an instructional activity. The only way for the teacher to initiate the activity would be to give the student a headache and teach him how to ask for help.	Teacher asked Ben what he would do if he had a headache. Ben and the teacher verbally discussed ways in which he might communicate his discomfort and ask for help.

Good Activities

API	Activity that does NOT receive credit	Why activity does not receive credit	GOOD ACTIVITY ☺
GG.4.3 Identify Tennessee on a map	Ben located the state of Tennessee on a map.	The activity simply restates the API. It is not an instructional activity that would help the student learn HOW to identify TN on a map.	Ben used a highlighter to trace the outline of Tennessee on a map of the United States.
ES.1B.3 Sequence daily events in relation to the student's environment (e.g., schedule)	Ben was given a schedule to follow throughout the day. Ben's schedule was checked by a peer tutor as he followed his schedule.	The description is too broad. Tell what the student DID during one lesson rather than trying to cover the entire day.	After Reading class, Ben showed a peer that it was time to go to Art class by moving the Reading card to the "completed" pocket of her schedule and moving the Art card to the "next" pocket.
GC.1.1 Work beside other children	Ben worked with the general education class in Art to finish art projects.	Activity is missing materials, missing what student actually did during the lesson. It is very broad.	Ben was given a box of colored chalk and a sheet of drawing paper. He worked alongside peers to make a chalk drawing of a house.

Peer Interaction

- ☐ Must be related to activity
- ☐ Peer is any student within two grade levels of student being assessed who does NOT meet criteria for TCAP-Alt Participation
  - ◘ Even if they are not being assessed that particular year
  - ◘ Student in grade 9, peer can be in grade 7 or higher
  - ◘ Student in grade 10, peer can be in grade 8 or higher
  - ◘ Student in grades 11-12, peer can be in grade 9 or higher

Writing Good Peer Interactions

API	PI Description that does NOT receive credit	Reason credit is not given	Good PI Description ☺
G.1.1 Identify and name given shapes	Ben was very happy and worked well with his peer tutor.	We cannot tell how the peer interaction relates to the API or what the student and peer did together.	Peer pointed to each shape (previously named in activity) and asked Ben to say the name of shape.
LS.5A.1 Respond to a familiar adult (e.g., teacher, parent)	A third-grade peer said "hi" to Ben in the cafeteria and Ben said "hi" back.	The peer interaction is not related to the API which specifies responding to an adult.	Peer accompanied Ben to the cafeteria and modeled how to respond appropriately when the cashier greeted them.
LS.4B.4 Recognize that animals obtain their food by eating plants or other animals	Ben worked on his "animal foods" worksheet independently at his desk beside his classmates in his science class.	We need to see an actual interaction. What are the peers doing to help or encourage the student to learn this skill.	Ben worked independently at his desk while his peer modeled the appropriate way to complete the "animal foods" worksheet.

Graph

- ☐ Have four graph choices
- ☐ Columns on graph represents one data day
  - ◻ Each "dot" on the graph represents one activity
  - ◻ Connect dots using a blue pen to make a line graph
    - ▪ Each dot should be centered in box
  - ◻ Each data day needs supporting information
- ☐ Choice and Inclusion row should be completed if student was given a choice on that day and if setting was Inclusive
- ☐ Signatures are ONLY on graph
  - ◻ Graph should be signed only if setting was inclusive
  - ◻ Include Inclusion Code and Title

Graph

MUST match corresponding Evidence Sheet

Highlight date represented on Evidence Sheet

Only complete if Setting was Inclusive

Signature confirms Inclusive Setting

If no peer interaction on Evidence Sheet, complete if peer interaction occurred on another day

Student Demographic Sheet

- ☐ Must be completed accurately
  - ◘ All information on Student Demographic Sheet must match all information located in binder
  - ◘ Litho code on Demographic Sheet MUST MATCH litho code on Binder
  - ◘ Students coded inaccurately will NOT appear in your system
- ☐ Please use a Number 2 Pencil
  - ◘ Do NOT use pen

Student Demographic Sheet

Student Demographic Sheet

SDDV/On Line Reports

- ☐ Log onto Randa Site
- ☐ Access Portfolio site under Reporting Tab

Questions?

Contact Information

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Website:

http://state.tn.us/education/assessment/TCAP-AltPortfolio.shtml